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ABSTRACT

This survey, in which students are asked to rank 49 items on a 5-point scale, was first introduced in spring 1991. A total of 784 students responded to the survey. Survey items addressed four primary areas: college services, instructional topics, campus environment/college activities, and student views of Howard Community College (Maryland), including student satisfaction, full and part-time students' ratings, day and evening students' ratings, and differences among different racial groups. Highlighted findings include: (1) all but two of the college services received a score over 3.5 on a 5-point scale, with telephone registration receiving the highest scores; (2) in terms of instructional topics, class size was given the highest rating, followed by overall quality of the learning experience; (3) the two highest rated items in campus environment were general condition of buildings and grounds, and overall climate of diversity; and (4) overall, students indicated they felt welcome and safe on the campus. Differences in responses are presented by race and by attendance status (day vs. evening and part-time vs. full-time). The report also sets forth conclusions and recommendations. Appendices of a table that lists the ranked means of all YESS survey items and a blank copy of the YESS survey used are included. (VWC)

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ED 431 493

HOWARD COMMUNITY COLLEGE

THE 1998 YESS SURVEY RESULTS
YEARLY EVALUATION OF SERVICES BY STUDENTS
HOWARD COMMUNITY COLLEGE 1998

Research Report Number 101
August 1998

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Student Satisfaction: The 1998 YESS Survey Results

Executive Summary

On their annual spring satisfaction survey, HCC students were asked to rate 49 items on a five-point scale. The items were distributed across four areas: college services, instructional topics, campus environment/ college activities, and student views. A number of informational questions were also asked. The report on the results of the survey describes the respondents and analyzes the ratings given in each section of the survey by students' full-time or part-time status, their day or evening schedule, and their race.

Survey Respondents. There were 784 students who responded to this year's survey, representing 16% of the 4,933 students enrolled in the spring semester. Full-time students were somewhat over-represented in the survey sample. Well over half of the respondents were female, white, under 25, and employed full or part time. Approximately one-fifth of the respondents said that their total household incomes were under $20,000. The primary goal of 54% of the respondents was to transfer to a four-year institution.

Ratings on College Services. On the whole, ratings on college services were quite positive, with all but two of the services receiving ratings over 3.50. Of the 16 services listed *Telephone registration* received the highest rating (4.19), as it has on past YESS Surveys. The two other top-rated services were *Admissions services* and the *Library*. Part-time students gave more services higher ratings than full-time students with two items having significant differences between full- and part-time students. Evening students gave higher ratings than day students, with two areas of significant differences. African American students gave higher ratings than White and Asian students did, and there were 13 areas for which Asian students had significantly lower ratings.

Ratings on Instructional Topics. On this section of the survey, *Class size* was given the highest rating (4.16). Following it in rankings were *Overall quality of your learning experience*, *Attitude of faculty toward students*, and *Quality of instruction overall*. Part-time students were more positive in their ratings on instructional topics, with three areas of significant difference between them and full-time students. Day students were more positive than evening students, and African American students gave instructional topics higher ratings than did White or Asian students.

Ratings on Campus Environment/College Activities. The two highest rated items on this section of the survey were *General condition of buildings and grounds* and *Overall climate of diversity*. Full-time and day students were somewhat more positive in their ratings. African American students gave all but three items in this section ratings over 3.5, while Asian students rated none that high.

Ratings on Student Views of HCC. Students sent a clear message through their ratings on this section of the survey that they feel welcome and safe on the HCC campus. They also expressed dissatisfaction with the extent to which their math placement test scores reflect their skill level. Full-time and day students gave higher ratings to seven of the eleven items in this section. Racial differences followed the same trend as in other areas, with African Americans most positive, Whites next, and Asians giving the lowest ratings.

The Satisfaction Ratio. By comparing the proportions of positive to negative responses on each survey item, a "Satisfaction Ratio" was generated. This ratio lets us see the relative satisfaction levels for each area. More than half of the 49 items on the survey had better than 10 to 1 favorable ratings. In fact, only four items had less than 3 to 1 favorable ratios, giving a strong indication the ratings given by HCC students were quite positive.

The YESS Survey results are used primarily to inform the decision making and planning processes on many aspects of college services, instructional issues, campus environment, and student opinions. Individual work units use the survey results for self-evaluation and goal-setting. A number of items in the survey are incorporated into the board of trustees' information system as major indicators of HCC's institutional effectiveness.

STUDENT SATISFACTION: THE 1998 YESS SURVEY RESULTS

Background and Introduction

Since the 1980s, Howard Community College has given its students the opportunity to express their levels of satisfaction with college services, other aspects of the campus environment, and college life. The Yearly Evaluation of Services by Students (YESS) Survey has been the most recent vehicle for gathering information on student satisfaction, dating from 1991. The YESS Survey, with some modifications, has been used each spring since 1991 with the exception of one. For the 1997 student survey, HCC used the SACE (Student Assessment of the College Environment) Survey developed at the National Institute for Leadership and Institutional Effectiveness. The primary impetus for doing so was the capability to compare HCC findings with national data.

HCC's results on the SACE Survey compared favorably to national data. For the 1998 survey, the decision was made to return to HCC's homegrown instrument, the YESS Survey, and perhaps at some later date to again administer the SACE to determine if our status vis-a-vis other institutions had changed.

As the YESS Survey was being revised for its 1998 distribution, the Maryland Community College Research Group (MCCRG), under the leadership of a team from HCC, developed a common dataset to be used throughout the state on all student satisfaction surveys. A committee was formed to determine the content and form of the data elements. HCC has been the first community college in Maryland to incorporate the common dataset into a student survey. For that reason, there are some data elements on the 1998 YESS Survey that have not been used at HCC previously, and the wording of some survey items was changed to conform to MCCRG's common dataset. Because of this common set of questions we will be able to compare findings on our surveys with findings on similar survey items from colleges throughout the state.

Every year HCC class sections are randomly selected for the YESS Survey. This year 99 sections were chosen, with instructors in 81 of those sections returning surveys, for a section response rate of 82%. The number of students in the sections randomly chosen to participate in the survey was 2093, and the sample of students who responded to the 1998 YESS Survey equaled 784, for a student response rate of 37%. Since many students were in more than one class section and were instructed to fill out only one survey, the true student response rate was undoubtedly considerably higher. The 784 YESS respondents represented 16% of the students enrolled at HCC in the spring of 1998.

Characteristics of YESS Survey Respondents

Comparing respondents' characteristics with those of the general student population in spring 1998 lets us know if there are areas of under- or over-representation in the sample. Table One provides a description of the demographic characteristics of respondents. The 59% of females and 41% of males in the response sample closely matched the gender percentages in the student population. The response sample also contained 24% aged 19 or under, with another 36% between 20 and 25 years old. Thus with 50% 25 years old or younger, there may be some over-representation of younger students, since the median age for all students in spring 1998 was 27. The major racial/ethnic groups were represented in the sample in roughly the same proportions as in the student body, with each being made up of 66% White students, 16% to 17% African American, and 8% Asian.

Table One.

DEMOGRAPHIC CHARACTERISTICS OF YESS RESPONDENTS

	NUMBER	PERCENT
What is your gender?		
Female	439	58.8
Male	307	41.2
What is your age?		
16 or younger	2	0.3
17 - 19	172	23.6
20 - 22	183	25.1
23 - 25	78	10.7
26 - 29	171	23.4
30 - 39	90	12.3
40 - 49	16	2.2
50 -59	17	2.3
60 or older	1	0.1
What is your ethnic/racial origin?		
African American/Black	114	15.8
Asian/Pacific Islander	61	8.5
Hispanic	18	2.5
Mixed race	11	1.5
Native American	5	0.7
White	473	65.5
Other	40	5.5
Is English your native language?		
Yes	624	84.4
No	115	15.6
What is your current employment status?		
Employed full time (usually work 30 hours or more a week)	318	43.7
Employed part time (usually less than 30 hours a week)	257	35.4
Employed in work/study program	19	2.6
Not employed, seeking work	40	5.5
Not employed, not seeking work	68	9.4
Retired	10	1.4
Other	15	2.1
What is your annual TOTAL HOUSEHOLD income?		
$ 9,999 or less	74	11.3
$10,000 - 19,999	61	9.3
$20,000 - 29,999	67	10.2
$30,000 - 39,999	69	10.5
$40,000 - 49,999	70	10.7
$50,000 - 59,999	65	9.9
$60,000 - 69,999	50	7.6
$70,000 - 79,999	38	5.8
$80,000 - 89,999	42	6.4
$90,000 and over	120	18.3
How many persons (including yourself) live in your household?		
1 person	62	8.3
2 persons	206	27.7
3 - 4 persons	360	48.5
5 or more persons	115	15.5
Are you in need of financial aid to assist you in meeting your college expenses?		
Yes, already receive it	198	26.8
Yes, need it, applied, wasn't eligible	109	14.7
Yes, need it, but haven't applied	94	12.7
Maybe, need more information	72	9.7
No, I do not need financial aid	268	36.1

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Data are not routinely collected on the employment status and income of students, so comparisons with the sample and the student body are not possible on these elements. Among YESS respondents, 44% were employed full time and 35% were employed part time. Another 9% were unemployed and not seeking work, 6% were unemployed and seeking work, and 3% were in the work/study program.

While 21% of the respondents said that their total household income was under $20,000, 11% reported incomes under $10,000. More than a third (36%) had incomes between $20,000 and $49,999, 23% had incomes between $50,000 and $79,999, and 25% had household incomes of $80,000 or more. Almost half of the students lived in households of three to four persons, another 28% were in two-person households, 15% were in households of 5 or more persons, and 8% lived alone.

When students were asked if they needed financial aid to assist them in meeting their college expenses, 27% said they were already receiving it. Another 15% had applied for aid but were not eligible, and 22% needed it but hadn't applied or weren't sure. Among the respondents, 36% said they did not need financial aid.

Table Two indicates that there was a strong relationship between the students' response to the financial aid question and the reported household income. The lower the income, the higher the percent of students who say they need aid and vice versa: the higher the income, the lower the percent of students who say they need aid.

Table Two.
NEED FOR FINANCIAL AID BY RESPONDENT'S TOTAL HOUSEHOLD INCOME

Need for Financial Aid	Income Categories					
	Less than $20,000	$20,000 – 39,999	$40,000 – 59,999	$60,000 – 79,999	$80,000 or more	Total Number - %
Need and receive aid	52%	36%	26%	16%	9%	216 - 29.4%
Need it, not eligible	12%	16%	17%	17%	14%	111 - 15.1%
Need it, have not applied	12%	18%	11%	8%	7%	84 - 11.4%
Maybe, need info	12%	7%	10%	9%	10%	72 - 9.8%
Do not need aid	13%	18%	36%	48%	60%	251 - 34.1%
TOTAL Number	160	156	152	98	168	734
Percent	21.7%	21.2%	20.9%	13.3%	22.8%	100%

The YESS Survey also collects data about respondents' educational status. Table Three displays those characteristics. For 47% of the students responding, spring 1998 was their first or second semester at HCC. For another 29% it was their third or fourth semester. Seven percent had been here for 9 or more semesters. While the proportion of full-time students in the student body was 25% in spring 1998, for the YESS sample it was 45%. Thus there is an over-representation of full-time students among survey respondents. Respondents designated whether they were on a day or evening schedule or were on an equal day/evening split schedule. Day students made up 53% of the respondents, evening students 35%, and those with an equal day/evening schedule12%. Among all students registered in spring 1998, the day/evening ratio was 58% to 42%.

Table Three.

EDUCATIONAL INFORMATION ON YESS RESPONDENTS

TOPICS	NUMBER	PERCENT
For how many semesters (including this one and summer sessions) have you attended HCC?		
1 semester	133	17.9
2 semesters	217	29.1
3 - 4 semesters	219	29.4
5 - 6 semesters	83	11.1
7 - 8 semesters	40	5.4
9 or more semesters	53	7.1
How many credits are you taking this semester at HCC?		
1 - 5 credits	165	22.1
6 - 11 credits	246	33.0
12 or more credits	335	44.9
Which of the following best describes your schedule?		
DAY: 50% or more of classes taken before 5 p.m.	396	53.4
EVENING: 50% or more of classes taken after 5 p.m.	258	34.8
EQUAL SPLIT: half before 5:00/half after 5:00p.m.	87	11.7
What is your primary goal in attending HCC?		
To take courses needed to transfer to a four year college/university	375	54.1
To take courses needed to transfer to a another two year college	16	2.3
To obtain an Associate Degree	177	25.5
To obtain or maintain a Certificate	29	4.2
To take some job-related courses	40	5.8
To take a few courses for self-enrichment	27	3.9
No definite purpose in mind	11	1.6
Other	18	2.6
What is the highest level of education completed by your parents?		
Mother		
Eighth grade or lower	37	5.7
Grades 9 -12 (without diploma)	47	7.2
High school diploma or GED	212	32.4
Some college, no degree	117	17.9
AA degree or certificate	58	8.9
Bachelor's degree	109	16.7
Masters/doctorate degree(s)	74	11.3
Father		
Eighth grade or lower	45	7.0
Grades 9 -12 (without diploma)	27	4.2
High school diploma or GED	158	24.4
Some college, no degree	83	12.8
AA degree or certificate	46	7.1
Bachelor's degree	155	24
Masters/doctorate degree(s)	133	20.6

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Students were also asked to identify their primary goal in attending HCC. 54% said they wanted to transfer to a four-year college or university. Another 26% were working toward an Associate degree. Between 4% and 6% were at HCC to earn or maintain a certificate, take some job-related courses, or for self-enrichment. Few were intending to transfer to another two-year college (2%) or were attending with no definite purpose in mind (2%).

For the first time on an HCC student survey, respondents were asked to indicate the levels of education of their parents. The listing below illustrates the responses.

Education Level of Respondents' Parents

	Mother	Father
High School or less	45%	35%
Some college/AA/Certificate	27%	20%
College or graduate degree	28%	45%

On this student survey there were two special questions about student interest in international experiences. As can be seen on Table Four, more than half of the students (58%) were interested in some form of international experience: study abroad (19%), cultural exchange (10%), or work internship (29%). The countries of preference (in order) for these activities were England, France, Germany, and Spain.

Table Four.

SPECIAL INTEREST QUESTIONS

TOPICS	NUMBER	PERCENT
Which of the following international experiences would be of interest to you?		
Study abroad	127	19.2
Cultural exchange	64	9.7
Work internship	191	28.9
Not interested	279	42.2
Which of the following countries would be your first choice for an international experience?		
France	94	15.4
Spain	55	9.0
England	143	23.5
Germany	58	9.5
Russia	7	1.1
Japan	40	6.6
Korea	7	1.1
China	13	2.1
Mexico	15	2.5
South American countries	30	4.9
Other	147	24.2

Ratings on College Services

The 1998 edition of the YESS Survey contained 16 services that students rated on a five-point satisfaction scale ranging from Very Dissatisfied (1) to Very Satisfied (5). A category was also available for "Not used/not applicable." Those responses were not included in calculating the mean service ratings. As shown on Table Five, ratings on the 16 services ranged from 3.37 to 4.19, all relatively high on a five-point scale. To be able to further distinguish differences between service ratings, we combined percentages of "Satisfied" and "Dissatisfied" on Table Five and have provided the response distribution for each service. This enables us to see that while *Telephone Registration* had the highest mean and the highest percentage of satisfied respondents (82%), it did not have the lowest percentage of dissatisfied responses (5%). Three other services had lower percents of dissatisfied responses: *Admissions services*, *Test Center*, and *College publications*.

Table Five.

RATINGS ON SERVICES BY SATISFACTION LEVEL

COLLEGE SERVICES	MEAN	STANDARD DEVIATION	% SATISFIED	% NEUTRAL	% DISSATISFIED
Registration: telephone	4.19	0.90	82.2	13.1	4.6
Admissions services	4.01	0.77	77.9	19.2	2.9
Library	4.01	0.88	77.8	16.3	5.8
Test Center	3.99	0.82	74.1	23.1	2.8
College publications	3.93	0.77	90.0	22.3	3.1
Registration: in-person	3.80	0.92	67.7	25.0	7.3
Learning Assistance Center	3.76	0.95	61.6	32.1	6.3
Bookstore	3.73	0.92	66.3	24.6	9.4
Cashier's Office	3.72	0.88	65.0	28.0	7.0
HCC's web page	3.65	1.60	54.2	39.2	6.4
Orientation for new students	3.65	0.88	54.3	40.6	5.1
Tuition & fee payment procedures	3.60	1.03	59.8	27.0	13.2
Career & job placement counseling	3.57	0.97	53.3	35.8	10.8
Financial Aid Services	3.57	1.13	55.9	28.2	15.9
Cafeteria	3.49	0.99	52.8	34.2	13.1
Parking accommodations	3.37	2.66	47.9	27.9	24.0

Pointing out those services that had means below 3.50 is one way of selecting areas upon which to focus for further discussion and for the development of improvement strategies. In this case, there are two services: the *Cafeteria* (3.49) and *Parking* (3.37). Taking a more quality control-centered perspective, we can identify services with dissatisfaction rates over 10%. Five services fall into this category: *Career & job placement counseling* (11%), *Tuition & fee payment procedures* (13%), *Cafeteria* (13%), *Financial Aid services* (16%), and *Parking* (24%).

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Full- and part-time students' ratings of college services. On the YESS Survey students indicated whether they were taking one to five, six to eleven, or 12 or more credits. The latter category is considered full time. Since the examination of demographics indicated that there was an over-representation of full-time students in the YESS sample, an analysis was conducted on the effect of that over-representation on the mean ratings given to all items on the survey. To do this, the proportions of full- and part-time students in the YESS sample were weighted so that they equaled the proportions in the student population, and the means were recalculated and then compared. This analysis, shown in Appendix Table A, revealed that the greatest effect of the over-representation of full-timers was in the mean for parking: it would have been raised by 0.05 if weighted to the population proportions of full- and part-time students. There were six other survey items that would change by 0.04 or 0.03, and the effect on the remaining items would be negligible. Results shown in this report are for the survey sample.

Table Six shows that for all but five services, part-time students gave higher average ratings than did full-time students. The areas rated higher by full-timers were: *Test Center, In-person registration, Learning Assistance Center, Orientation for new students,* and *Cafeteria.* There were two areas of statistically significant differences between full- and part-time students: *Cashier's Office* and *Parking* – each receiving significantly lower ratings from full-time students.

Table Six.

RATINGS ON COLLEGE SERVICES BY PART-TIME/FULL-TIME STATUS

SERVICES	OVERALL MEAN	PART-TIME MEAN N=411	FULL-TIME MEAN N=335	DIFFERENCE
Registration: telephone	4.19	4.21	4.17	0.04 *
Admissions services	4.01	4.08	3.93	0.15
Library	4.01	4.01	4.01	0.00
Test Center	3.99	3.93	4.05	-0.12
College publications	3.93	3.95	3.93	0.02
Registration: in-person	3.80	3.76	3.80	-0.04
Learning Assistance Center	3.76	3.73	3.78	-0.05
Bookstore	3.73	3.75	3.68	0.07
Cashier's Office	3.72	3.78	3.63	0.15 *
HCC's web page	3.65	3.71	3.60	0.11
Orientation for new students	3.65	3.61	3.68	-0.07
Tuition & fee payment procedures	3.60	3.62	3.53	0.09
Career & job placement counseling	3.57	3.59	3.53	0.06
Financial Aid Services	3.57	3.65	3.51	0.14
Cafeteria	3.49	3.46	3.51	-0.05
Parking accommodations	3.37	3.57	3.12	0.45 *

*This difference was found to be statistically significant at the 0.05 level or greater.

Day and evening students' ratings of college services. Students were asked to categorize themselves as day (taking 50% or more of their classes *before* 5:00 p.m.) evening (taking 50% or more of their classes *after* 5:00 p.m.), or as having an even split of class times. Significance tests were not run for those 87 students who chose the latter category, but their ratings are shown with the other two groups on Table Seven. Evening students gave higher ratings than day students to 10 of the 16 college services listed on the survey. The six rated higher by day students were: *Library, Test Center, In-person registration, Bookstore, Orientation for new students,* and *Career & job placement counseling.* The two areas having significant differences in ratings between day and evening students were *Admissions services* and the *Cashier's Office*, each with evening students giving the higher ratings.

Table Seven.

RATINGS ON COLLEGE SERVICES BY DAY/EVENING SCHEDULE

SERVICES	OVERALL MEAN	SPLIT N=87	DAY N=396	EVENING N=258	DAY/EVENING DIFFERENCE
Registration: telephone	4.19	4.20	4.21	4.27	-0.06
Admissions services	4.01	4.00	3.98	4.10	-0.12 *
Library	4.01	4.07	4.09	3.99	0.10
Test Center	3.99	4.14	4.00	3.93	0.07
College publications	3.93	3.85	3.95	3.96	-0.01
Registration: in-person	3.80	3.68	3.87	3.74	0.13
Learning Assistance Center	3.76	3.78	3.79	3.80	-0.01
Bookstore	3.73	3.77	3.78	3.73	0.05
Cashier's Office	3.72	3.83	3.64	3.86	-0.22 *
HCC's web page	3.65	3.46	3.65	3.83	-0.18
Orientation for new students	3.65	3.71	3.87	3.64	0.23
Tuition & fee payment procedures	3.60	3.55	3.61	3.66	-0.05
Career & job placement counseling	3.57	3.83	3.55	3.52	0.03
Financial Aid Services	3.57	3.58	3.59	3.61	-0.02
Cafeteria	3.49	3.63	3.53	3.66	-0.13
Parking accommodations	3.37	3.20	3.37	3.55	-0.18

*This difference was found to be statistically significant at the 0.05 level or greater

Differences among different racial groups in their ratings of college services. As seen on Table Eight, African American students tended to give higher ratings to services than did students of the other two major racial groups at HCC - Whites and Asians. This is consistent with findings from previous HCC YESS Survey results. A comparison of the overall means for the three racial groups clearly shows this pattern in ratings. The overall mean for African Americans on these 16 services was 3.88, for Whites 3.77, and for Asians, 3.58.

Table Eight.

RATINGS ON COLLEGE SERVICES BY RACIAL/ETHNIC GROUP

	RATINGS			DIFFERENCES		
SERVICES	WHITE N=473	AFRICAN AMERICAN N=114	ASIAN/ PAC. ISL. N=61	WHITE/ AFRICAN AMERICAN	WHITE/ ASIAN	AFRICAN AMERICAN/ ASIAN
Registration: telephone	4.27	4.32	3.91	-0.05	0.36 *	0.41 *
Admissions services	3.99	4.10	3.85	-0.11	0.14	0.25 *
Library	3.99	4.21	4.04	-0.22 *	-0.05	0.17
Test Center	4.00	4.10	3.87	-0.10	0.13	0.23
College publications	3.91	4.05	3.88	-0.14	0.03	0.17
Registration: in-person	3.79	3.85	3.70	-0.06	0.09	0.15
Learning Assistance Center	3.76	3.80	3.90	-0.04	-0.14	-0.10
Bookstore	3.77	3.93	3.30	-0.16	0.47 *	0.63 *
Cashier's Office	3.73	3.79	3.44	-0.06	0.29 *	0.35 *
HCC's web page	3.63	3.70	3.43	-0.07	0.20	0.27
Orientation for new students	3.79	3.90	3.43	-0.11	0.36	0.47 *
Tuition/fee payment procedures	3.63	3.68	3.61	-0.05	0.02	0.07
Career/job placement counseling	3.60	3.74	3.24	-0.14	0.36 *	0.50 *
Financial Aid Services	3.43	3.93	3.65	-0.50 *	-0.22	0.28
Cafeteria	3.71	3.46	3.02	0.25	0.69 *	0.44 *
Parking accommodations	3.37	3.46	2.95	-0.09	0.42	0.51 *

*This difference was found to be statistically significant at the 0.05 level or greater

The only area rated higher by Whites than by African Americans was the *Cafeteria*. The only area rated higher by Asians than by African Americans was the *Learning Assistance Center*. Asian students gave the lowest ratings to all but two of the 16 service items. Those two, each rated lowest by White students were the *Library* and *Financial Aid Services*. There were also significant differences between White and African American students on those two items. Areas of significant difference between White and Asian students were: *Telephone registration, Bookstore, Cashiers' Office, Career & job placement counseling* and the *Cafeteria*, all rated higher by White students. Between African American and Asian students there were significant differences in ratings on eight services: *Telephone registration, Admissions services, Bookstore, Cashiers' Office, Orientation for new students, Career & job placement counseling, Cafeteria*, and *Parking*, with African American ratings higher on each.

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Ratings on Instructional Topics

The 1998 YESS Survey contained eleven items that referred to student satisfaction with instructional topics. Table Nine shows that ratings on this section of the survey were relatively high, ranging from 3.46 to 4.16. All ratings except one, in fact, were above 3.70. The four highest areas, all rated above 3.95 and all with greater than 75% satisfied were: *Class size*, *Overall quality of your learning experience*, *Attitude of faculty towards students*, and *Quality of instruction overall*. There were two areas that had 10% or higher dissatisfaction levels: *Academic advice/assistance in course planning* and *Availability of courses you wanted at a convenient time and place*.

Table Nine.
RATINGS ON INSTRUCTIONAL TOPICS BY SATISFACTION LEVEL

TOPICS	MEAN	STANDARD DEVIATION	% SATISFIED	% NEUTRAL	% DISSATISFIED
Class size	4.16	0.71	86.1	12.2	1.7
Overall quality of your learning experience	3.99	0.79	78.7	17.8	3.6
Attitude of faculty towards students	3.98	0.82	76.1	23.9	3.7
Quality of instruction overall	3.97	0.79	76.2	20.6	3.2
Availability/helpfulness of faculty	3.93	0.84	72.2	23.6	4.2
Quality of instruction in major	3.91	0.89	72.7	21.3	6.0
Quality of labs	3.84	0.89	71.3	21.0	7.7
Diversity in the curriculum	3.82	0.80	69.7	25.7	4.6
Academic advice/assistance in course planning	3.74	0.98	65.2	25.2	9.6
Academic support: personal & retention counseling	3.73	0.91	62.8	29.9	7.3
Availability of courses you wanted at a convenient time/place	3.46	1.09	56.8	21.9	21.3

Full- and part-time students' ratings of instructional topics. In general, part-time students were more positive in their ratings of instructional topics than were full-time students. As seen on Table Ten, part-time students rated four topics over 4.00 (*Class size*, *Overall quality of your learning experience*, *Attitude of faculty towards students*, and *Quality of instruction overall*), while full-timers gave only one topic that high a rating (*Class size*). There were significant differences between full- and part-time students in their ratings of class size (full-time students higher) and *Academic advice/assistance in course planning* (part-time students higher), yet all of those ratings were above 3.50. For each group the only item rated less than 3.50 was *Availability of courses you wanted at a convenient time and place*.

Table Ten.
RATINGS ON INSTRUCTIONAL TOPICS BY PART-TIME/FULL-TIME STATUS

TOPICS	MEAN	PART-TIME N=411	FULL-TIME N=335	DIFFERENCE
Class size	4.16	4.11	4.24	-0.13 *
Overall quality of your learning experience	3.99	4.04	3.96	0.08
Attitude of faculty towards students	3.98	4.01	3.96	0.05
Quality of instruction overall	3.97	4.01	3.95	0.06 *
Availability/helpfulness of faculty	3.93	3.97	3.87	0.10
Quality of instruction in major	3.91	3.92	3.90	0.02
Quality of labs	3.84	3.82	3.84	-0.02
Diversity in the curriculum	3.82	3.86	3.80	0.06
Academic advice/assistance	3.74	3.83	3.65	0.18 *
Academic support: personal & retention counseling	3.73	3.75	3.72	0.03
Availability of courses you wanted at a convenient time/place	3.46	3.48	3.42	0.06

*This difference was found to be statistically significant at the 0.05 level or greater.

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Day and evening students' ratings of instructional topics. Day students tended to be more positive in their ratings of instructional topics than evening students. However, the only area of significant difference between the two groups was *Class size*, with day students giving that item a significantly higher rating than evening students. As shown on Table Eleven, the students with a split schedule gave lower ratings than either of the other two groups. While significance tests were not run comparing this small group to the others, the effect of that group can be seen in its rating of *Availability of courses you wanted at a convenient time and place*. While the day and evening groups rated that item above 3.50, the split group's rating of 3.17 was low enough to pull the overall mean down below 3.50.

Table Eleven.

RATINGS ON INSTRUCTIONAL TOPICS BY DAY/EVENING SCHEDULE

TOPICS	OVERALL MEAN	SPLIT SCHEDULE N=87	DAY SCHEDULE N=396	EVENING SCHEDULE N=258	DAY/EVENING DIFFERENCE
Class size	4.16	4.11	4.19	4.08	0.11 *
Overall quality of your learning experience	3.99	3.98	4.04	4.00	0.04
Attitude of faculty towards students	3.98	3.86	4.02	4.01	0.01
Quality of instruction overall	3.97	3.85	4.03	3.97	0.06
Availability/helpfulness of faculty	3.93	3.80	3.94	3.95	-0.01
Quality of instruction in major	3.91	3.93	3.94	3.92	0.02
Quality of labs	3.84	3.63	3.90	3.81	0.09
Diversity in the curriculum	3.82	3.78	3.87	3.85	0.02
Academic advice/assistance	3.74	3.55	3.79	3.81	-0.02
Academic support: personal & retention counseling	3.73	3.62	3.77	3.75	0.02
Availability of courses you wanted at a convenient time and place	3.46	3.17	3.54	3.57	-0.03

*This difference was found to be statistically significant at the 0.05 level or greater

Differences among students of different racial groups in their ratings of instructional topics. As in the ratings for college services, African Americans gave the highest ratings on instructional topics and Asians gave the lowest ratings. This observation is well illustrated by the fact that while Whites gave ratings of 4.00 or higher to four items, African Americans gave that high a rating to six items and Asians gave no area a ratings above 4.00. Significant differences between White and African American students were found for *Quality of instruction in your major, Quality of labs, Academic advice/assistance in course planning,* and *Academic support: personal & retention counseling,* all with African Americans giving higher ratings, and for *Class size* with Whites giving the higher rating. Asians differed significantly from White students on all but two of the eleven items, and with African American students on all but one item. The extremely low rating given by Asian students to the item *Availability of courses you wanted at a convenient time and place*, 2.92, was the lowest rating on an item by any subgroup.

Table Twelve.
RATINGS ON INSTRUCTIONAL TOPICS BY RACIAL/ETHNIC GROUP

	RATINGS			DIFFERENCES		
TOPICS	WHITE N=473	AFRICAN AMERICAN N=114	ASIAN/ PACIFIC ISL. N=61	WHITE/ AFRICAN AMERICAN	WHITE/ ASIAN	AFRICAN AMERICAN/ ASIAN
Class size	4.20	4.03	3.88	0.17 *	0.32 *	0.15
Overall quality of your learning experience	4.04	4.05	3.67	-0.01	0.37 *	0.38 *
Attitude of faculty towards students	4.03	4.03	3.61	0.00	0.42 *	0.42 *
Quality of instruction overall	4.00	4.07	3.59	-0.07	0.41 *	0.48 *
Availability/helpfulness of faculty	3.97	3.94	3.49	0.03	0.48 *	0.45 *
Quality of instruction in major	3.91	4.08	3.59	-0.17 *	0.32 *	0.49 *
Quality of labs	3.82	4.00	3.44	-0.18 *	0.38 *	0.56 *
Diversity in the curriculum	3.88	3.84	3.54	0.04	0.34 *	0.30 *
Academic advice/assistance	3.73	3.97	3.63	-0.24 *	0.10	0.34 *
Academic support: personal & retention counseling	3.69	3.97	3.49	-0.28 *	0.20	0.48 *
Availability of courses you wanted at a convenient time and place	3.58	3.58	2.92	0.00	0.66 *	0.66 *

*This difference was found to be statistically significant at the 0.05 level or greater

Ratings on Campus Environment/College Activities

There are eleven items on the YESS Survey that ask for students' ratings of the campus environment and college activities. Table Thirteen shows that the ratings on these items ranged from 3.24 to 3.91. The highest rated item in this section, *General condition of buildings/grounds*, was rated 3.91, and while 75% of the respondents expressed satisfaction in this area, and only 4% were dissatisfied. The next highest item, *Overall climate of diversity*, was rated 3.85 and only 2% were dissatisfied. Almost half (five) of the items in this section were rated under 3.50: *Student newspaper, College social life, Sports/athletic programs, Student clubs,* and *Student Government Association.* In addition, of those items, the last four had dissatisfaction rates higher than 10%.

Table Thirteen.

RATINGS ON CAMPUS ENVIRONMENT/COLLEGE ACTIVITIES BY SATISFACTION LEVEL

ENVIRONMENT & ACTIVITIES	MEAN	STANDARD DEVIATION	% SATISFIED	% NEUTRAL	% DISSATISFIED
General condition of buildings/grounds	3.91	0.79	75.0	20.6	4.4
Overall climate of diversity	3.85	0.74	69.6	28.5	1.8
Attitude of HCC employees other than faculty toward students	3.82	0.87	65.8	28.9	5.3
Cultural arts activities (art gallery, plays, etc.)	3.63	0.79	55.1	40.5	4.4
Block time (Tues.12:30-2:00)	3.53	0.90	50.1	41.2	8.6
Physical Education facility (Gym)	3.52	0.94	49.7	42.5	7.8
Student newspaper	3.42	0.85	44.3	47.6	8.1
College social life	3.36	0.93	43.6	43.6	12.7
Sports/athletic programs	3.32	0.90	38.6	50.3	11.0
Student clubs	3.29	0.91	35.9	51.8	12.3
Student Government Association	3.24	0.89	31.3	58.1	10.6

Full- and part-time students' ratings of Campus Environment/College Activities. Full-time students tended to be somewhat more positive than part-time students in their ratings of the campus environment and college activities, as shown on Table Fourteen. They rated six of the eleven items higher than did part-time students, and while the upper range for both groups was the same (3.91), the range extended lower (3.17 versus 3.29) for the part-time students. Although no items indicated significant differences between full- and part-time students, attention should be paid to those items rated less than 3.50. Part-time students rated seven items in this section under 3.50, compared to five rated that low by full-time students. Full-time students rated the following under 3.50: *Student newspaper, College social life, Sports/athletic programs, Student clubs,* and *Student Government Association.* Part-time students rated those same five and *Physical Education facility* and *Block time* under 3.50.

Table Fourteen.

RATINGS ON CAMPUS ENVIRONMENT & COLLEGE ACTIVITIES BY PART-TIME/FULL-TIME STATUS

ENVIRONMENT & ACTIVITIES	OVERALL MEAN	PART-TIME N=411	FULL-TIME N=335	DIFFERENCE
General condition of buildings/grounds	3.91	3.91	3.91	0.00
Overall climate of diversity	3.85	3.85	3.86	-0.01
Attitude of HCC employees other than faculty toward students	3.82	3.80	3.79	0.01
Cultural arts activities(art gallery, plays, etc.)	3.63	3.68	3.60	0.08
Block time (Tues.12:30-2:00)	3.53	3.40	3.64	-0.24
Physical Education facility (Gym)	3.52	3.49	3.54	-0.05
Student newspaper	3.42	3.41	3.43	-0.02
College social life	3.36	3.37	3.36	0.01
Sports/athletic programs	3.32	3.37	3.28	0.09
Student clubs	3.29	3.15	3.39	-0.24 *
Student Government Association	3.24	3.17	3.29	-0.12

*This difference was found to be statistically significant at the 0.05 level or greater

Day and evening students' ratings of Campus Environment/College Activities. In their ratings of the campus environment and activities, day students were more positive than evening students, with six of the eleven items rated over 3.50 and a rating range of 3.30 to 3.98. Table Fifteen shows that this compares to four items rated over 3.50 and a range of 3.13 to 3.86 for the evening students. Areas rated less than 3.50 by both groups were: *Student newspaper, College social life, Sports/athletic programs, Student clubs,* and *Student Government Association.* In addition, evening students rated *Block time* and *Physical Education facility* under 3.50.

Table Fifteen.

RATINGS ON CAMPUS ENVIRONMENT & ACTIVITIES BY DAY/EVENING STATUS

ENVIRONMENT & ACTIVITIES	OVERALL MEAN	SPLIT SCHEDULE N=87	DAY SCHEDULE N=396	EVENING SCHEDULE N=258	DAY/ EVENING DIFFERENCE
General condition of buildings/grounds	3.91	3.81	3.98	3.86	0.12 *
Overall climate of diversity	3.85	3.73	3.88	3.86	0.02
Attitude of HCC employees other than faculty toward students	3.82	3.73	3.84	3.78	0.06
Cultural arts activities (art gallery, plays, etc.)	3.63	3.70	3.63	3.65	-0.02
Block time (Tues.12:30-2:00)	3.53	3.71	3.58	3.40	0.18
Physical Education facility (Gym)	3.52	3.58	3.61	3.47	0.14
Student newspaper	3.42	3.59	3.44	3.40	0.04
College social life	3.36	3.40	3.37	3.47	-0.10
Sports/athletic programs	3.32	3.36	3.39	3.37	0.02
Student clubs	3.29	3.33	3.36	3.21	0.15
Student Government Association	3.24	3.38	3.30	3.13	0.17

*This difference was found to be statistically significant at the 0.05 level or greater

Differences among students of different racial groups in their ratings of Campus Environment/College Activities. Table Sixteen shows that when compared across the three major racial groups at HCC, African American and White students each gave the highest ratings on five of the eleven items in this section of the survey. They tied on a sixth, *Overall climate of diversity*. Asian students gave the lowest ratings on each of the eleven items. There were no significant differences between African American and White students' ratings on these items. Between White and Asian students and between African American and Asian students there were significant differences on ratings for: *General condition of buildings/grounds, Overall climate of diversity, Attitude of HCC employees other than faculty toward students,* and *Cultural arts activities*. Additionally, between White and Asian students there were significant differences on ratings of *Block time* and *Physical Education facility,* and between African American and Asian students on *College social life*.

Table Sixteen.

RATINGS ON CAMPUS ENVIRONMENT & ACTIVITIES BY RACIAL/ETHNIC GROUP

	RATINGS			DIFFERENCES		
ENVIRONMENT & ACTIVITIES	WHITE N=473	AFRICAN AMERICAN N=114	ASIAN/ PACIFIC ISL. N=61	WHITE/ AFRICAN AMERICAN	WHITE/ ASIAN	AFRICAN AMERICAN/ ASIAN
General condition of buildings/grounds	3.97	3.92	3.47	0.05	0.50 *	0.45 *
Overall climate of diversity	3.89	3.89	3.47	0.00	0.42 *	0.42 *
Attitude of HCC employees other than faculty toward students	3.82	3.90	3.42	-0.08	0.40 *	0.48 *
Cultural arts activities (art gallery, plays, etc.)	3.68	3.69	3.19	-0.01	0.49 *	0.50 *
Block time (Tues.12:30-2:00)	3.59	3.53	3.28	0.06	0.31 *	0.25
Physical Education facility (Gym)	3.62	3.59	3.23	0.03	0.39 *	0.36
Student newspaper	3.45	3.48	3.19	-0.03	0.26	0.29
College social life	3.38	3.58	3.22	-0.20	0.16	0.36 *
Sports/athletic programs	3.35	3.48	3.27	-0.13	0.08	0.21
Student clubs	3.36	3.34	3.09	0.02	0.27	0.25
Student Government Association	3.28	3.24	3.17	0.04	0.11	0.07

*This difference was found to be statistically significant at the 0.05 level or greater

Ratings on Student Views of HCC

The final section of the 1998 YESS Survey asked students to give their views on how satisfied they were with various aspects of the college since coming to HCC. There were eleven items on this section of the survey, as seen on Table Seventeen. The top three items were: *You feel welcome on this campus* (4.10), *Everyone is welcome on this campus* (4.09), and *You feel safe on campus* (4.03). The range of ratings for this section was from 3.27 to 4.10. All items on this section were rated above 3.50 except one, *Math placement test scores accurately reflect your level* (3.27). This same item was the only one with fewer than 50% expressing satisfaction, and it had a dissatisfaction percentage of 25%. The only other item with a dissatisfaction percentage over 10% was *Reading/English placement test scores accurately reflect your level,* at 13%.

Table Seventeen.
RATINGS ON STUDENT VIEWPOINTS BY SATISFACTION LEVEL

STUDENT VIEWS	MEAN	STANDARD DEVIATION	% SATISFIED	% NEUTRAL	% DISSATISFIED
You feel welcome on this campus	4.10	0.72	81.7	17.5	0.8
Everyone is welcome on this campus	4.09	0.75	81.2	17.1	1.7
You feel safe on campus	4.03	0.82	80.0	15.4	4.6
You are receiving an excellent education at HCC	3.94	0.80	74.3	21.9	3.8
You are provided up-to-date technology in courses	3.94	0.85	75.4	18.7	6.0
HCC is helping you meet your goals	3.93	0.84	76.0	18.7	5.2
HCC is preparing you for transfer to a 4 year college	3.92	0.88	73.8	20.1	6.2
HCC is preparing you for a career	3.79	0.89	68.1	25.1	6.8
Your reading/English placement scores accurately reflect your skill level	3.68	1.04	62.5	24.0	13.4
The opportunity for involvement in campus activities	3.63	0.91	57.2	34.5	8.3
Your math placement test scores accurately reflect your skill level	3.27	1.20	48.3	26.4	25.2

A separate question asked respondents the extent to which they would recommend HCC to friends or relatives. Most respondents (88%) said they would definitely or probably recommend HCC to friends or relatives. Another 8% were uncertain about a recommendation, and 4% would definitely not or probably not recommend HCC to friends or relatives. While the five response options to this question were not presented in scaled format, they could be assigned the numerical ratings of a five-point scale. Doing so yields a mean rating on this question of 4.34, the highest rating of any item on the survey.

Table Eighteen.
STUDENTS' WILLINGNESS TO RECOMMEND HCC

Would you recommend HCC to your friends or relatives?	*Number*	*Percent*
Yes, definitely	376	51%
Yes, probably	271	37%
Uncertain	60	8%
Probably not	23	3%
Definitely not	6	0.8%
MEAN= 4.34		

Full-time and part-time students' ratings on Student Views of HCC. Student views of HCC are examined by their full-time/part-time status, and displayed on Table Nineteen. Full-time students rated seven of the eleven items in this section higher than did part-time students. Full-time students gave a significantly higher rating to the item *You feel safe on campus,* yet ratings for both groups were relatively high – 4.10 for full-time students and 3.97 for part-timers. The only other significant difference between full- and part-time students on these items was on the item *Math placement test scores accurately reflect your level,* with full-time students rating it at 3.15, comparatively lower than the part-time students' rating of 3.40.

Table Nineteen.

RATINGS ON ACTIVITIES & VIEWS BY PART-TIME/FULL-TIME SCHEDULE

STUDENT VIEWS	OVERALL MEAN	PART-TIME N=411	FULL-TIME N=335	DIFFERENCE
You feel welcome on this campus	4.10	4.06	4.15	-0.09
Everyone is welcome on this campus	4.09	4.06	4.13	-0.07
You feel safe on campus	4.03	3.97	4.10	-0.13 *
You are receiving an excellent education at HCC	3.94	3.93	3.95	-0.02
You are provided up-to-date technology in courses	3.94	3.91	3.99	-0.08
HCC is helping you meet your goals	3.93	3.91	3.94	-0.03
HCC is preparing you for transfer to a 4-year college	3.92	3.89	3.96	-0.07
HCC is preparing you for a career	3.79	3.82	3.75	0.07
Your reading/English placement scores accurately reflect your skill level	3.68	3.70	3.68	0.02
The opportunity for involvement in campus activities	3.63	3.65	3.62	0.03
Your math placement test scores accurately reflect your skill level	3.27	3.40	3.15	0.25 *

*This difference was found to be statistically significant at the 0.05 level or greater.

Day and evening students' ratings on Student Views of HCC. Day students rated the same seven items on this section of the survey higher than evening students that full-time students rated higher than part-time students. This fact well illustrates the overlap in the day/evening and full-time/part-time categories. Table Twenty shows ratings for day, evening, and students with split schedules. The effect of the split schedule students' ratings can be seen on the table – they gave lower ratings than the other two groups to almost all items and brought the mean ratings considerably lower than they would have been with only the day/evening groups included. Ratings for students with split schedules were not included in the tests for statistical significance. There were only two items for which there were significant differences between day and evening students. Evening students gave a significantly lower rating to *You feel safe on campus*, yet their rating of 3.95 was relatively high. The other significant difference was for *You are provided up-to-date technology in courses*, with evening students again giving a significantly lower rating.

Table Twenty.

RATINGS ON ACTIVITIES & VIEWS BY DAY/EVENING SCHEDULE

STUDENT VIEWS	OVERALL MEAN	SPLIT SCHEDULE N=87	DAY SCHEDULE N=396	EVENING SCHEDULE N=258	DAY/ EVENING DIFFERENCE
You feel welcome on this campus	4.10	4.07	4.17	4.08	0.09
Everyone is welcome on this campus	4.09	4.06	4.16	4.06	0.10
You feel safe on campus	4.03	4.02	4.11	3.95	0.16 *
You are receiving an excellent education at HCC	3.94	3.83	4.02	3.95	0.07
You are provided up-to-date technology in courses	3.94	3.93	4.07	3.87	0.20 *
HCC is helping you meet your goals	3.93	3.74	4.02	3.98	0.04
HCC is preparing you for transfer to a 4-year college	3.92	3.72	4.02	3.93	0.09
HCC is preparing you for a career	3.79	3.67	3.87	3.90	-0.03
Your reading/English placement scores accurately reflect your skill level	3.68	3.57	3.72	3.78	-0.06
The opportunity for involvement in campus activities	3.63	3.50	3.68	3.74	-0.06
Your math placement test scores accurately reflect your skill level	3.27	3.23	3.33	3.44	-0.11

*This difference was found to be statistically significant at the 0.05 level or greater.

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Differences among students of different racial groups in their ratings on Student Views of HCC. As seen in previous student surveys and in some tables above, African American students tend to give more positive ratings than the other two major racial groups at HCC, Whites and Asians. Table Twenty-one shows that for every item in this section of the survey, African American students gave higher ratings than Whites and than Asians. Asian students again exhibited their tendency to give lower ratings than the other two groups, and they did so for almost every item in this section. The only item for which Whites gave a lower score was *Math placement test scores accurately reflect your level.* Between White and African American students there were significant differences on six of the eleven items. Between White and Asian students and between African American and Asian students there were significant differences on every item but one, with Asians giving lower ratings on all. *Math placement test scores accurately reflect your level* was the one item on which Asian students' ratings were not significantly different from those of either White or African American students.

Table Twenty-one.

RATINGS ON ACTIVITIES & VIEWS BY RACIAL/ETHNIC GROUP

	RATINGS			DIFFERENCES		
STUDENT VIEWS	WHITE N=473	AFRICAN AMERICAN N=114	ASIAN/ PACIFIC ISL. N=61	WHITE/ AFRICAN AMERICAN	WHITE/ ASIAN	AFRICAN AMERICAN/ ASIAN
You feel welcome on this campus	4.16	4.21	3.61	-0.05	0.55 *	0.60 *
Everyone is welcome on this campus	4.13	4.19	3.70	-0.06	0.43 *	0.49 *
You feel safe on campus	4.03	4.17	3.64	-0.14	0.39 *	0.53 *
You are receiving an excellent education at HCC	3.93	4.15	3.69	-0.22 *	0.24 *	0.46 *
You are provided up-to-date technology in courses	3.99	4.06	3.71	-0.07	0.28 *	0.35 *
HCC is helping you meet your goals	3.97	4.13	3.57	-0.16 *	0.40 *	0.56 *
HCC is preparing you for transfer to a 4 year college	3.95	4.16	3.54	-0.21 *	0.41 *	0.62 *
HCC is preparing you for a career	3.83	4.09	3.51	-0.26 *	0.32 *	0.58 *
Your reading/English placement scores accurately reflect your skill level	3.72	3.82	3.55	-0.10	0.17	0.27
The opportunity for involvement in campus activities	3.63	3.87	3.34	-0.24 *	0.29 *	0.53 *
Your math placement test scores accurately reflect your level	3.25	3.66	3.40	-0.41 *	-0.15	0.26

*This difference was found to be statistically significant at the 0.05 level or greater

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Comparisons with Previous Student Surveys

As noted in the introduction to this report, in 1997 HCC used the SACE (Student Assessment of the College Environment) instrument provided by the National Initiative for Leadership and Institutional Effectiveness. Ratings on the SACE were also done on a five-point satisfaction scale, so ratings may be compared with this and previous YESS Survey findings. Table Twenty-two below shows ratings on the 1998 YESS Survey compared to the 1997 SACE and the 1996 YESS surveys. It should be noted that not all items on the 1998 YESS Survey were contained on the 1997 SACE Survey or on the 1996 YESS Survey. Items shown on the table are those for which there was comparison data for one or both preceding years.

Table Twenty-two.
COMPARISON BETWEEN THE 1998 YESS AND PREVIOUS STUDENT SURVEYS

ITEMS	1998 YESS MEAN	1997 SACE MEAN	1996 YESS MEAN	CHANGE FROM 97 TO 98	CHANGE FROM 96 TO 98
RATINGS ON COLLEGE SERVICES					
Registration: telephone	4.19	4.18	4.06	0.01	0.13
Admissions services*	4.01	3.77	3.47	0.24	0.54
Library	4.01	4.01	3.96	0.00	0.05
Test Center	3.99	3.93	3.97	0.06	0.02
College publications	3.93	4.00	3.82	-0.07	0.11
Registration: in-person	3.80	3.88	3.48	-0.08	0.32
Learning Assistance Center*	3.76	3.62	3.72	0.14	0.04
Bookstore	3.73	3.89	3.70	-0.16	0.03
Cashier's Office	3.72		3.68		0.04
Orientation for new students*	3.65	3.77	3.34	-0.12	0.31
Career & job placement counseling*	3.57	3.45	3.32	0.12	0.25
Financial Aid Services	3.57	3.31	3.26	0.26	0.31
Cafeteria	3.49	3.31	3.25	0.18	0.24
Parking accommodations*	3.37	3.10	2.58	0.27	0.79
RATINGS ON CAMPUS ENVIRONMENT/COLLEGE ACTIVITIES					
General condition of buildings/grounds	3.91	4.03	3.86	-0.12	0.05
Overall climate of diversity	3.85	3.62	3.47	0.23	0.38
Cultural arts activities(art gallery, plays, etc.)	3.63	3.49	3.39	0.14	0.24
Block time (Tues.12:30-2:00)	3.53		3.54		-0.01
Physical Education facility (Gym)	3.52		3.41		0.11
Student newspaper	3.42		3.22		0.20
College social life	3.36		3.22		0.14
Sports/athletic programs	3.32	3.19	3.27	0.13	0.05
Student clubs	3.29		3.29		0.00
Student Government Association	3.24		3.38		-0.14
RATINGS ON INSTRUCTIONAL TOPICS					
Class size	4.16	4.13	4.02	0.03	0.14
Attitude of faculty towards students	3.98	4.30	3.85	-0.32	0.13
Quality of instruction overall	3.97	4.04	3.84	-0.07	0.13
Availability/helpfulness of faculty	3.93	3.85	3.65	0.08	0.28
Quality of instruction in major	3.91	4.03	3.78	-0.12	0.13
Quality of labs	3.84		3.64	3.84	0.20
Diversity in the curriculum	3.82	3.57	3.55	0.25	0.27
Academic advice/assistance in course planning	3.74	3.58	3.48	0.16	0.26
Academic support: personal & retention counseling*	3.73	(3.58)	(3.57)		0.16
RATINGS ON YOUR VIEWS					
You feel safe on campus*	4.03	3.98	(3.55)	0.05	0.48

* These items' labels changed from one survey to another

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In comparing the 1997 SACE Survey to the 1998 YESS Survey, there were 26 items that could be directly compared. Of those, 18 went up in their ratings and 8 went down. The eight areas that had positive changes of 0.15 or greater were: *Admissions services, Financial Aid Services, Cafeteria, Parking, Overall climate of diversity, Diversity in the curriculum, Academic advice/assistance,* and *Academic support: personal & retention counseling.* Those areas that went down by 0.15 or greater between the 1997 and 1998 surveys were: *Bookstore* and *Attitude of faculty towards students.*

Comparisons between the 1996 and 1998 YESS Surveys shows that there were 34 items that appeared on both surveys (as with the SACE, there may have been some changes in nomenclature on comparable items). Almost all areas went up in ratings between 1996 and 1998. There were 16 areas that increased in ratings by 0.15 or greater: *Admissions services, In-person Registration, Orientation for new students, Career & job placement counseling, Financial Aid Services, Cafeteria, Parking, Overall climate of diversity, Cultural arts activities, Student newspaper, Availability/helpfulness of faculty, Quality of labs, Diversity in the curriculum, Academic advice/assistance, Academic support: personal & retention counseling,* and *Safety on campus.* Only two showed a decrease, and those differences were less than -0.15.

Survey Items Ranked by Mean Scores

Table Twenty-three presents the items ranked by their mean scores without regard to their topical categories. It can be seen from this table that the range of scores for all items was relatively narrow – from 3.24 to 4.19. Of the 49 items on the survey, 40 of them were rated above 3.50.

Table Twenty-three.
RANKED MEANS OF ALL YESS SURVEY ITEMS

	ITEM	MEAN
1	Registration: telephone	4.19
2	Class size	4.16
3	You feel welcome on this campus	4.10
4	Everyone is welcome on this campus	4.09
5	You feel safe on campus	4.03
6	Admissions services	4.01
7	Library	4.01
8	Test Center	3.99
9	Overall quality of your learning expenence	3.99
10	Attitude of faculty towards students	3.98
11	Quality of instruction overall	3.97
12	You are receiving an excellent education at HCC	3.94
13	You are provided up-to-date technology in courses	3.94
14	College publications (Catalog, Student Handbook)	3.93
15	Availability/helpfulness of faculty	3.93
16	HCC is helping you meet your goals	3.93
17	HCC is preparing you for transfer to a four-year school	3.92
18	General condition of buildings/grounds	3.91
19	Quality of instruction in major	3.91
20	Overall climate of diversity	3.85
21	Quality of labs	3.84
22	Attitude of HCC employees other than faculty toward students	3.82
23	Diversity in the curriculum	3.82
24	Registration: in-person	3.80
25	HCC is preparing you for a career	3.79
26	Learning Assistance Center	3.76
27	Academic advice/assistance in course planning	3.74
28	Bookstore	3.73
29	Academic support: personal & retention counseling	3.73
30	Cashier's Office	3.72
31	Your reading/English placement scores reflect your skill level	3.68
32	HCC's web page	3.65
33	Orientation for new students	3.65
34	Cultural arts activities (art gallery, plays, etc.)	3.63
35	The opportunity for involvement in campus activities	3.63
36	Tuition & fee payment procedures	3.60
37	Career & job placement counseling	3.57
38	Financial Aid Services	3.57
39	Block time (Tues 12:30-2:00)	3.53
40	Physical Education facility (Gym)	3.52
41	Cafeteria	3.49
42	Availability of courses you wanted	3.46
43	Student newspaper	3.42
44	Parking accommodations	3.37
45	College social life	3.36
46	Sports/athletic programs	3.32
47	Student clubs	3.29
48	Your math placement test scores reflect your skill level	3.27
49	Student Government Association	3.24

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Areas of Excellence. In previous reports of student surveys, those areas that have earned scores of 4.0 or higher on a five-point scale have been designated as "Areas of Excellence." Table Twenty-four shows the areas of excellence on this year's survey. It should be noted that there were 12 items with scores between 3.91 and 3.99, just narrowly missing the "excellence" ranking.

Table Twenty-four.
HCC'S AREAS OF EXCELLENCE

AREA	MEAN
1. Registration: telephone	4.19
2. Class size	4.16
3. You feel welcome on this campus	4.10
4. Everyone is welcome on this campus	4.09
5. You feel safe on campus	4.03
6. Library	4.01
7. Admissions services	4.01

Areas for Improvement. While a 3.0 is the midpoint on a five-point scale, the relatively high ratings given on HCC's student surveys have led to the custom in prior reporting of these surveys of using ratings below 3.5 as areas to be focused upon for possible improvement initiatives. On this year's YESS Survey, there were nine areas that were rated below 3.5. Table Twenty-five shows the areas with ratings below 3.5 that have been designated as priority areas for improvement. It should be noted that *Parking* has always been at the very bottom of student ratings, often getting ratings well below 3.0. Perhaps the recent improvements to student parking are responsible for the marked increase in its ratings.

Table Twenty-Five.
HCC'S AREAS FOR IMPROVEMENT

AREA	MEAN
1. Cafeteria	3.49
2. Availability of courses at a convenient time/place	3.46
3. Student newspaper	3.42
4. Parking accommodations	3.37
5. College social life	3.36
6. Sports/athletic programs	3.32
7. Student clubs	3.29
8. Math placement test scores reflect your skill level	3.27
9. Student Government Association	3.24

The Satisfaction Ratio:
Favorable Ratings Compared to Unfavorable Ratings

In addition to looking at mean ratings given to items on the survey, it is useful to know the relative satisfaction/dissatisfaction levels. To get an overview of how satisfied student respondents are with specific services or other aspects of the college, an efficient method has been to develop a single ratio for each survey item. This approach combines the positive ratings (4 and 5) on the scale and also combines the negative ratings (2 and 1) to develop a ratio of positive to negative ratings for each item: the "Satisfaction Ratio." This ratio can then be used to compare scores without regard to the respondents who chose the midpoint or "Neutral" position on the five-point scale. Table Twenty-six shows the ratios generated when the percentage of positive respondents is divided by the percentage of negative respondents. For example, when examining the first ratio, it can be said that 102 times as many respondents gave favorable ratings to the item *You feel welcome on this campus* than gave negative ratings. Similarly, 9.8 times as many respondents gave the *Learning Assistance Center* favorable ratings as gave it unfavorable ratings.

When viewed in this light, the ratings given by HCC students seem quite positive. More than half of the 49 items had better than 10 to 1 favorable ratings. In fact, only four items had less than 3 to 1 favorable ratios: *Student clubs, Availability of courses you wanted at a convenient time/place, Parking,* and *Math placement test scores reflect skill level.* These are not the same four items with the lowest mean ratings, and it will be noticed that there was some shifting of position in the order of the ranked ratios as compared to the order of the ranked means.

Table Twenty-six.

RATIOS OF FAVORABLE TO UNFAVORABLE RATINGS

	ITEMS	% SATISFIED	% DISSATISFIED	SATISFACTION RATIO
1	You feel welcome on this campus	81.7	0.8	102.1
2	Class size	86.1	1.7	50.6
3	Everyone is welcome on this campus	81.2	1.7	47.8
4	Overall climate of diversity	69.6	1.8	38.7
5	Admissions services	77.9	2.9	26.9
6	Test Center	74.1	2.8	26.5
7	College publications	74.7	3.1	24.1
8	Quality of instruction overall	76.2	3.2	23.8
9	Overall quality of your learning experience	78.7	3.6	21.9
10	Attitude of faculty towards students	76.1	3.7	20.6
11	You are receiving an excellent education at HCC	74.3	3.8	19.6
12	Registration: telephone	82.2	4.6	17.9
13	You feel safe on campus	80.0	4.6	17.4
14	Availability/helpfulness of faculty	72.2	4.2	17.2
15	General condition of buildings/grounds	75.0	4.4	17.0
16	Diversity in the curriculum	69.7	4.6	15.2
17	HCC is helping you meet your goals	76.0	5.2	14.6
18	Library	77.8	5.8	13.4
19	You are provided up-to-date technology in courses	75.4	6.0	12.6
20	Cultural arts activities (art gallery, plays, etc.)	55.1	4.4	12.5
21	Attitude of HCC employees other than faculty toward students	65.8	5.3	12.4
22	Quality of instruction in major	72.7	6.0	12.1
23	HCC is preparing you for transfer to a 4 year college	73.8	6.2	11.9
24	Orientation for new students	54.3	5.1	10.6
25	HCC is preparing you for a career	68.1	6.8	10.0
26	Learning Assistance Center	61.6	6.3	9.8
27	Cashier's Office	65.0	7.0	9.3
28	Registration: in-person	67.7	7.3	9.3
29	Quality of labs	71.3	7.7	9.3
30	Academic support: personal & retention counseling	62.8	7.3	8.6
31	HCC's web page	54.2	6.4	8.5
32	Bookstore	66.3	9.4	7.1
33	The opportunity for involvement in campus activities	57.2	8.3	6.9
34	Academic advice/assistance in course planning	65.2	9.6	6.8
35	Physical Education facility (Gym)	49.7	7.8	6.4
36	Block time (Tues.12:30-2:00)	50.1	8.6	5.8
37	Student newspaper	44.3	8.1	5.5
38	Career & job placement counseling	53.3	10.8	4.9
39	Your reading/English placement scores accurately reflect your skill level	62.5	13.4	4.7
40	Tuition & fee payment procedures	59.8	13.2	4.5
41	Cafeteria	52.8	13.1	4.0
42	Financial Aid Services	55.9	15.9	3.5
43	Sports/athletic programs	38.6	11.0	3.5
44	College social life	43.6	12.7	3.4
45	Student Government Association	31.3	10.6	3.0
46	Student clubs	35.9	12.3	2.9
47	Availability of courses you wanted at a convenient time and place	56.8	21.3	2.7
48	Parking accommodations	47.9	24.0	2.0
49	Your math placement test scores accurately reflect your level	48.3	25.2	1.9

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CONCLUSIONS AND RECOMMENDATIONS

Full-time and part-time students' ratings. The only section of the survey on which full-time students rated the majority of items higher than part-time students was instructional topics. In all, part-time students rated 36 of the 49 survey items (73%) higher than full-time students. There were seven areas for which there was a statistically significant difference in mean ratings between full- and part-time students, and these are the areas that should be examined to determine if they need to be given special attention. It should be remembered that differences on some items were differences between relatively high scores.

Areas rated higher by part-time students, and therefore significantly lower by full-time students were:

- *Academic advice/assistance in course planning*
- *Math placement test scores reflect skill level*
- *Cashiers Office*
- *Parking accommodations*

The three areas rated higher by full-time students, and therefore significantly lower by part-time students were:

- *Student clubs*
- *Class size*
- *Safety on campus*

The discrepancies evident in the full-time/part-time ratings of the items above should be investigated further. However, discussing differences in ratings of *Class size* (4.11 for part-time, 4.24 for full-time) would be like deliberating about the differences in the grades of A- and B+. Using the cut-off rating of 3.50 for one or both groups' ratings allows us to focus on the areas needing attention: *Math Placement test scores reflect skill level, Parking accommodations*, and *Student clubs*.

Day and evening students' ratings. While evening students rated the majority of college services higher than day students did (10 out of 16), for the survey as a whole, day students gave higher ratings on 30 of the 49 items (61%). There were six areas for which there were statistically significant differences in mean ratings given by day and evening students. Those areas rated significantly higher by day students, and therefore significantly lower by evening students were:

- *Up-to-date technology in courses*
- *Class size*
- *Safety on campus*
- *General condition of buildings/grounds*

The two areas rated significantly higher by evening students, and therefore significantly lower by day students were:

- *Admissions services*
- *Cashier's Office*

All of the items included in the lists above had ratings higher than 3.50. Although not meeting our cut-off criteria of ratings below 3.50 as the signal for further examination, it might be worthwhile to investigate the relative dissatisfaction of evening students with *Up-to-date technology in courses* and *Class size*.

Ratings by students of different racial groups. The three major racial groups attending HCC were examined to determine if there were differences in their ratings of the survey items. There were differences. Of the three groups, African American students gave the highest ratings on 37 of the 49 items (76%). Asian students gave the lowest ratings on 46 of the 49 items (94%). Between African American students and White students, there were significant differences on 13 items, all but the last of which were rated higher by African American students.

- *Library*
- *Financial Aid Services*
- *Overall quality of learning experience*
- *Quality of instruction in major*
- *Quality of labs*
- *Academic advice/assistance in course planning*
- *Academic support: personal & retention counseling*
- *Receiving a quality education*
- *HCC helping you meet your goals*
- *HCC preparing you to transfer to a four year college*
- *HCC preparing you for a career*
- *Opportunity for involvement in campus activities*
- *Math Placement test scores reflect skill level*
- *Class size*

Between Whites and Asians there were 29 items that had significantly different mean ratings, each with higher ratings by White students:

- *Telephone registration*
- *Bookstore*
- *Cashier's Office*
- *Career/job counseling*
- *Cafeteria*
- *Condition of buildings/grounds*
- *Overall climate of diversity*
- *Attitude of HCC employees*
- *Cultural arts activities*
- *Block time*
- *Physical Education facility*
- *Class size*
- *Overall quality of learning experience*
- *Attitude of faculty toward students*
- *Quality of instruction overall*
- *Availability/helpfulness of faculty*
- *Quality of instruction in major*
- *Quality of labs*
- *Diversity in the curriculum*
- *Availability of courses*
- *You feel welcome on this campus*
- *Everyone is welcome on campus*
- *Safety on campus*
- *Receiving an excellent education*
- *HCC helping you meet your goals*
- *HCC preparing you to transfer*
- *HCC preparing you for a career*
- *Opportunity for involvement in campus activities*
- *Math Placement test scores reflect skill level*

African American students and Asian students differed significantly on 33 items, all with African American students giving higher ratings, and Asian students significantly lower ratings. Those items include all of those in the list above except for *Class size* and these additional items:

- *Admissions services*
- *Orientation for new students*
- *College social life*
- *Parking*
- *Academic advice/assistance in course planning*
- *Academic support: personal & retention counseling*

There were some items that received ratings below 3.50 from all of the three racial groups: *Parking, Student newspaper, Sports/athletic programs, Students clubs*, and *Student Government Association.* Reasons and remedies for these low ratings should definitely be sought. In addition, White students rated *Financial Aid services* and *Math placement test scores reflect skill level* below 3.50, and African American students gave the *Cafeteria* a rating under 3.50. With the exception of *Financial Aid*, Asian students gave all of the other items listed above in this paragraph ratings under 3.50 as well as: *Bookstore, Cashier's Office, Web page, Orientation for new students, Career/job counseling, Condition of buildings/grounds, Overall climate of diversity, Attitude of HCC employees, Cultural arts activities, Block time, Physical Education facility, Availability/helpfulness of faculty, Quality of labs, Academic support: personal & retention counseling, Availability of courses* and *Math Placement test scores reflect skill level.*

The fact that Asian students continue to give ratings well below the other two major racial groups to all areas of college life needs to be addressed. This pattern has been evident for all the years that student satisfaction data has been analyzed by race at HCC. An attempt should be made to determine what influence cultural and language factors play in the low ratings by Asian students, whether the differences in ratings reflect perceived rather than actual differences in treatment, and an effort should be launched to repair any perceived or actual disparities.

APPENDIX A

Table Twenty-Three A.
RANKED MEANS OF ALL YESS SURVEY ITEMS

ITEM	YESS SAMPLE MEAN	WEIGHTED MEAN	DIFFERENCE
1 Registration: telephone	4.19	4.20	0.01
2 Class size	4.16	4.15	-0.01
3 You feel welcome on this campus	4.10	4.09	-0.01
4 Everyone is welcome on this campus	4.09	4.08	-0.01
5 You feel safe on campus	4.03	4.02	-0.01
6 Admissions services	4.01	4.03	0.02
7 Library	4.01	4.01	0.00
8 Test Center	3.99	3.97	-0.02
9 Overall quality of your learning experience	3.99	4.01	0.02
10 Attitude of faculty towards students	3.98	3.99	0.01
11 Quality of instruction overall	3.97	3.98	0.01
12 You are receiving an excellent education at HCC	3.94	3.93	-0.01
13 You are provided up-to-date technology in courses	3.94	3.93	-0.01
14 College publications (Catalog, Student Handbook)	3.93	3.94	0.01
15 Availability/helpfulness of faculty	3.93	3.94	0.01
16 HCC is helping you meet your goals	3.93	3.92	-0.01
17 HCC is preparing you for transfer to a four-year school	3.92	3.92	0.00
18 General condition of buildings/grounds	3.91	3.91	0.00
19 Quality of instruction in major	3.91	3.91	0.00
20 Overall climate of diversity	3.85	3.85	0.00
21 Quality of labs	3.84	3.83	-0.01
22 Attitude of HCC employees other than faculty toward students	3.82	3.79	-0.03
23 Diversity in the curriculum	3.82	3.84	0.02
24 Registration: in-person	3.80	3.77	-0.03
25 HCC is preparing you for a career	3.79	3.80	0.01
26 Learning Assistance Center	3.76	3.75	-0.01
27 Academic advice/assistance in course planning	3.74	3.77	0.03
28 Bookstore	3.73	3.72	-0.01
29 Academic support: personal & retention counseling	3.73	3.74	0.01
30 Cashier's Office	3.72	3.73	0.01
31 Your reading/English placement scores reflect your skill level	3.68	3.69	0.01
32 HCC's web page	3.65	3.67	0.02
33 Orientation for new students	3.65	3.63	-0.02
34 Cultural arts activities (art gallery, plays, etc.)	3.63	3.65	0.02
35 The opportunity for involvement in campus activities	3.63	3.63	0.00
36 Tuition & fee payment procedures	3.60	3.59	-0.01
37 Career & job placement counseling	3.57	3.57	0.00
38 Financial Aid Services	3.57	3.60	0.03
39 Block time (Tues.12:30-2:00)	3.53	3.49	-0.04
40 Physical Education facility (Gym)	3.52	3.51	-0.01
41 Cafeteria	3.49	3.47	-0.02
42 Availability of courses you wanted	3.46	3.46	0.00
43 Student newspaper	3.42	3.42	0.00
44 Parking accommodations	3.37	3.42	0.05
45 College social life	3.36	3.37	0.01
46 Sports/athletic programs	3.32	3.34	0.02
47 Student clubs	3.29	3.25	-0.04
48 Your math placement test scores reflect your skill level	3.27	3.30	0.03
49 Student Government Association	3.24	3.22	-0.02

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HOWARD COMMUNITY COLLEGE

YESS

YEARLY EVALUATION OF SERVICES BY STUDENTS

Spring Semester

To the student: The YESS Survey is fielded each year to help us gauge how satisfied you are with the quality of services, with instructional areas, and with other elements of the campus environment. A random selection of all classes has been made to determine which students are asked to fill out the survey. All personal information from this survey will be kept CONFIDENTIAL.

Please fill out only one YESS Survey this semester. If you have already completed the survey in another class, return this blank copy to your instructor.

Indicate your level of satisfaction with each area below by filling in the appropriate bubble.

I. COLLEGE SERVICES

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not used/applicable
Admissions services	O	O	O	O	O	O
Bookstore	O	O	O	O	O	O
Cafeteria	O	O	O	O	O	O
Cashier's Office	O	O	O	O	O	O
Career & job placement counseling	O	O	O	O	O	O
College publications (Catalog, Student Handbook)	O	O	O	O	O	O
Financial Aid Services	O	O	O	O	O	O
HCC's web page	O	O	O	O	O	O
Learning Assistance Center	O	O	O	O	O	O
Library	O	O	O	O	O	O
Orientation for new students	O	O	O	O	O	O
Parking accommodations	O	O	O	O	O	O
Registration: telephone	O	O	O	O	O	O
Registration: in-person	O	O	O	O	O	O
Test Center	O	O	O	O	O	O
Tuition & fee payment procedures	O	O	O	O	O	O

II. CAMPUS ENVIRONMENT/ COLLEGE ACTIVITIES

Attitude of HCC employees other than faculty toward students	O	O	O	O	O	O
Block time (Tues.12:30-2:00)	O	O	O	O	O	O
College social life	O	O	O	O	O	O
Cultural arts activities(art gallery,plays,etc.)	O	O	O	O	O	O
General condition of buildings/grounds	O	O	O	O	O	O
Overall climate of diversity	O	O	O	O	O	O
Physical Education facility (Gym)	O	O	O	O	O	O
Sports/athletic programs	O	O	O	O	O	O
Student clubs	O	O	O	O	O	O
Student Government Association	O	O	O	O	O	O
Student newspaper	O	O	O	O	O	O

III. INSTRUCTIONAL TOPICS

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not used/applicable
Academic advice/assistance in course planning	O	O	O	O	O	O
Academic support: personal & retention counseling	O	O	O	O	O	O
Availability of courses you wanted at a convenient time and place	O	O	O	O	O	O
Availability/helpfulness of faculty	O	O	O	O	O	O
Attitude of faculty towards students	O	O	O	O	O	O
Class size	O	O	O	O	O	O
Diversity in the curriculum	O	O	O	O	O	O
Overall quality of your learning experience	O	O	O	O	O	O
Quality of instruction in major	O	O	O	O	O	O
Quality of instruction overall	O	O	O	O	O	O
Quality of labs	O	O	O	O	O	O

IV. ABOUT YOU, YOUR ACTIVITIES, & YOUR VIEWS

A. Since coming to HCC, how satisfied have you been with the extent to which:

you are receiving an excellent education at HCC	O	O	O	O	O	O
you are provided up-to-date technology in courses	O	O	O	O	O	O
HCC is helping you meet your goals	O	O	O	O	O	O
HCC is preparing you for a career	O	O	O	O	O	O
HCC is preparing you for transfer to a 4 year college	O	O	O	O	O	O
you feel welcome on this campus	O	O	O	O	O	O
everyone is welcome on this campus	O	O	O	O	O	O
you feel safe on campus	O	O	O	O	O	O
the opportunity for involvement in campus activities	O	O	O	O	O	O
your math placement test scores accurately reflect your skill level	O	O	O	O	O	O
your reading/English placement scores accurately reflect your level	O	O	O	O	O	O

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B. What is your current employment status?

- ○ Employed full time (usually work 30 hours or more a week)
- ○ Employed part time (usually less than 30 hours a week)
- ○ Employed in work/study program
- ○ Not employed, seeking work (Call 410-772-4840)
- ○ Not employed, not seeking work
- ○ Retired
- ○ Other

C. What is your annual TOTAL HOUSEHOLD income?

- ○ $ 9,999 or less
- ○ $10,000 - 19,999
- ○ $20,000 - 29,999
- ○ $30,000 - 39,999
- ○ $40,000 - 49,999
- ○ $50,000 - 59,999
- ○ $60,000 - 69,999
- ○ $70,000 - 79,999
- ○ $80,000 - 89,999
- ○ $90,000 and over

D. How many persons (including yourself) live in your household?

- ○ One person
- ○ Two persons
- ○ 3 - 4 persons
- ○ 5 or more persons

E. Are you in need of financial aid to assist you in meeting your college expenses?

- ○ Yes, already receive it
- ○ Yes, need it, applied, wasn't eligible
- ○ Yes, need it, but haven't applied
- ○ Maybe, need more information (Call 410-772-4912)
- ○ No, I do not ned financial aid

F. For how many semesters (including this one and summer sessions) have you attended HCC?

- ○ 1 semester
- ○ 2 semesters
- ○ 3 - 4 semesters
- ○ 5 - 6 semesters
- ○ 7 - 8 semesters
- ○ 9 or more semesters

G. How many credits are you taking this semester at HCC?

- ○ 1 - 5 credits
- ○ 6 - 11 credits
- ○ 12 or more credits

H. Which of the following best describes your schedule?

- ○ DAY: 50% or more of classes taken *before* 5 p.m.
- ○ EVENING: 50% or more of classes taken *after* 5 p.m.
- ○ EQUAL SPLIT: half before 5:00/half after 5:00p.m.

I. What is your gender?

- ○ Female
- ○ Male

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○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○

J. What is your primary goal in attending HCC?

- ○ To take courses needed to transfer to a four year college/university
- ○ To take courses needed to transfer to a another two year college
- ○ To obtain an Associate Degree
- ○ To obtain or maintain a Certificate
- ○ To take some job-related courses
- ○ To take a few courses for self-enrichment
- ○ No definite purpose in mind
- ○ Other

K. Would you recommend HCC to your friends or relatives?

- ○ Yes, definitely
- ○ Yes, probably
- ○ Uncertain
- ○ Probably not
- ○ Definitely not

L. What is your ethnic/racial origin?

- ○ African American/Black
- ○ Asian/Pacific Islander
- ○ Hispanic
- ○ Mixed race
- ○ Native American
- ○ White
- ○ Other

M. Is English your native language?

○ Yes ○ No

N. What is your age?

- ○ 16 or younger
- ○ 17 - 19
- ○ 20 - 22
- ○ 23 - 25
- ○ 26 - 29
- ○ 30 - 39
- ○ 40 - 49
- ○ 50 -59
- ○ 60 or older

O. What is the highest level of education completed by your parents?

	MOTHER	FATHER
○ Eighth grade or lower	○	○
○ Grades 9 -12 (without diploma)	○	○
○ High school diploma or GED	○	○
○ Some college, no degree	○	○
○ AA degree or certificate	○	○
○ Bachelor's degree	○	○
○ Masters/doctorate degree(s)	○	○

SPECIAL INTEREST QUESTIONS:

P. Which of the following international experiences would be of interest to you?

- ○ study abroad
- ○ cultural exchange
- ○ work internship
- ○ Not interested

Q. Which of the following countries would be your first choice for an international experience?

- ○ France
- ○ Spain
- ○ England
- ○ Germany
- ○ Russia
- ○ CIS countries
- ○ Japan
- ○ Korea
- ○ China
- ○ Mexico
- ○ South American countries
- ○ Other

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